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ABSTRACT

This book offers interested organizations suggestions, tips, and ideas to stimulate thinking for developing summer jobs programs in the community. It is a collection of workable summer youth jobs programs that are drawn from the over 100 locations in which National Alliance of Business (NAB) regional services offices provided technical assistance and materials in 1982. Sections offer information on organizations or combinations of organizations that can take the lead in developing programs, suggestions for getting started, examples for setting goals, hints on securing resources, information on sources and their potential contributions, examples of uses of loaned staff and volunteers, and ways to administer a successful summer youth jobs program. Examples are provided of innovative ways programs have improved eight program operations: publicity/public relations, participant recruitment, job development, job placement/marketing, youth orientation, follow-up, employer orientation, and evaluation. Other sections describe special state- and city-wide efforts, how six corporations created hundreds of summer youth jobs, summer vocational exploration programs, summer on-the-job training, and 12 specific summer youth jobs opportunities. Addresses of NAB regional service offices are appended. (YLB)

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National
Alliance of
Business

Program Ideas for
Summer Youth Jobs
Project Managers

101 Ideas for Summer Youth Jobs

Tips on Organizing and Running A Summer Youth Jobs Program

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Introduction

"101 Ideas" is a collection of workable summer youth jobs programs that are drawn from the over 100 locations in which NAB regional service offices provided technical assistance and materials in 1982.

From its inception in 1969, the NAB Summer Youth Jobs program has grown every year. During summers '81–'82 NAB attempted to develop and strengthen a programmatic approach to Summer Youth Jobs that can be utilized by any interested organization.

The 1981 pilot effort involved 15 sites with a major emphasis on involving Private Industry Councils. This effort was expanded to 104 locations in 1982. We have found that in the majority of the programs, the public and private sector joined together in a true partnership to develop and operate summer youth programs—business and public/private sector organizations participated in a variety of ways.

In 1983 and the years ahead, NAB is confident that providing young people opportunities for summer jobs not only contributes to their growth and development, but also benefits the business community. It is a sound investment in our young people and our nation's future.

The information in this book offers suggestions, tips, and ideas to stimulate thinking for developing programs in your community. We emphasize the variety among programs that have been successful, realizing that each effort must be tailored to available resources, and that everyone cannot be from huge metropolitan areas but, many of the big city approaches may work equally well for you.

Bear in mind the purpose of "101 Ideas" is to spark enthusiasm, offer viable suggestions, and create the desire to make your Summer Youth Jobs Program one of the best in the U.S.A.

This collection is part of the National Alliance of Business' Summer Youth Jobs promotional materials. For the complete package contact your regional NAB office or write to our Washington headquarters (addresses and telephone numbers are listed in the Appendix).

Tips on Where to Start

The development of a well-coordinated private sector summer youth employment program requires leadership and organization. In local communities, during 1982 different organizations or combinations of organizations, some beginning new efforts and other continuing strong programs, took the "lead" in developing very successful programs.

ATLANTA, GA; MINNEAPOLIS, MN; NEW ORLEANS, LA; BOSTON, MA; ST. CROIX VI and JACKSONVILLE, FL, are a few of the good examples where the private industry council effectively provided the lead role to obtain greater private sector involvement and increase the percentage of summer jobs for disadvantaged youth.

RICHMOND, VA; CHARLOTTE, NC; COLUMBUS, OH; LOS ANGELES, CA, and the GREATER WASHINGTON, DC, area are illustrative of places where the chamber of commerce, alone or in coordination with the PIC or other organizations, provided leadership.

The local Alliance of Business in DALLAS, TX; DETROIT, MI; DENVER, CO; HOUSTON, TX and KANSAS CITY, MO, continued to take the lead in private sector programs, coordinating their efforts with other local groups.

State agencies in MICHIGAN, CALIFORNIA, RHODE ISLAND, and NORTH DAKOTA assumed the lead responsibilities to coordinate state-wide efforts.

Mayors and local employment and training offices provided the impetus in BALTIMORE, MD, and SAN FRANCISCO, and OAKLAND, CA.

NEW YORK'S PARTNERSHIP was spearheaded in 1979 by David Rockefeller, who effectively organized over 100 businesses and community organizations to improve social and economic conditions in the city. The lead role for the summer program, which is rotated among the top private sector firms, was held by Citicorp in 1982.

WHIO-TV station in DAYTON was the lead organization for a coalition of city and county government, the business community, labor, city and county schools and community organizations.

The Prudential Insurance Company was the prime mover of the NEWARK, NJ program.

Major corporations such as Kaiser Aluminum, General Foods, Ralston Purina, Internorth, Georgia Power, and Xerox have designed and operated corporate summer jobs efforts.

Suggestions on How to Get Started

Beginning a summer jobs program requires coordination and cooperation among interested groups. Most program operators start by assessing the existing community resources in a number of ways.

The NEW YORK Partnership established a Youth Employment Task Force, with a Working Committee and Summer Program Sub-Committee to research, plan, and coordinate the private sector campaign. Initially, a management consultant firm was hired to study the city's youth employment services and the job market, to analyze potential program models, and to view job development and placement systems in comparable cities.

The DAYTON SEEK program began with the meeting convened in March by WHIO-TV. Included were representatives of the city and county boards of education, the chamber of commerce, the Urban League, and labor. They agreed that a coordinated approach would enlist the cooperation of businesses. The coalition was formed, the name Summer Employment Encourages Kids (SEEK) selected, steering committee designated, and the WHIO-TV director of community relations selected as project coordinator.

Suggestions on How to Get Started *(continued)*

RICHMOND's summer-jobs-for-youth started in January with a meeting of all area youth agencies. The group established the program objectives, outlined publicity plans, and established a goal of 1,500 placements. During the second meeting in February, the group drew up a budget and approved systems for job development and student recruitment. Committees were organized to carry out the major functions.

State-wide efforts in CALIFORNIA began when representatives of the Governor's Office, the State Legislature, the Health and Welfare Agency, the Employment Development Department, the Department of Education, and the Department of Economic and Business Development met with representatives of the National Alliance of Business in early June to discuss a summer youth initiative. A highly successful project run jointly by San Francisco's Mayor's Office of Employment and training and the San Francisco Private Industry Council, in which the NAB regional service office participated, served as a model.

The TORRANCE, CA, "YES" program was initiated after a local PIC board member and employment and training staff had attended the NAB Western Regional Service Office's training session. At a subsequent Council meeting, the regional office successfully made a presentation on summer youth programs. Sold, the TORRANCE PIC, using EGS funds, organized a Summer Youth Coordinating Committee to develop and plan a program. The group tapped the membership of the chamber and the PIC (some were members of both organizations), a member of the City Council, and representatives of the local business community. The program was opened to youth aged 16–21 and was based on the NAB model.

Examples for Setting Goals

Program goals and objectives should receive top priority. Generally, goals should be non-quantitative rather than definitive in terms of numbers of youth to be served. Set at a minimum, of very realistic level. The following are selected examples:

DAYTON, OH. "To fill the gap resulting from the loss of six hundred and fifty (650) federally funded jobs for youth in Montgomery County."

NEW ORLEANS, LA. "To get the private sector involved through the use of volunteers and job pledges; to provide an orientation workshop to the world of work for summer youth."

ALBUQUERQUE, NM. "To get as many youth employed on temporary summer jobs as possible."

SALT LAKE CITY, UT. "To place a maximum number of youth in unsubsidized private sector jobs; to develop a consortium of 5 Primes to collaborate on summer youth to facilitate a public/private effort."

SEATTLE, WA. "To encourage private sector involvement in youth activities with emphasis on opportunities for disadvantaged youth."

TORRANCE, CA. "To generate as many unsubsidized jobs as possible."

MARIN, CA. "To provide youth work teams (16 youth) with jobs skills and increase crew members' awareness of the role of the public in maintaining the environment."

COLORADO. "To coordinate SYEP activities with Governor's Youth program; to assist all Primes towards SYEP activities; to create interest in the private sector in hiring teens."

DALLAS, TX. "To place 1,000 needy youth in summer jobs; to provide counseling to youth; to raise community awareness of problems of high youth unemployment."

CHICAGO, IL. "To generate Chicago area youth hiring overall, and specifically for at least 3,000 needy inner city youth."

Hints on Securing Resources

After the overall scope of the program and its objectives have been determined, tapping local talent, resources, skills, and especially, obtaining volunteer services is fundamental to program success.

In NEWARK, NJ The Prudential foundation obtained funds after pledging the first $25,000 through letters and follow-up visits from companies and foundations such as Public Service Electric and Gas, New Jersey Bell, the Victoria and Schumann Foundations, and the Turrell Fund. In early April, the PIC began planning, organization, and development of the project. A meeting in late April was attended by representatives of 13 community organizations who enthusiastically agreed to develop jobs, recruit and screen youth, and handle the administrative tasks.

BALTIMORE used the already established Blue-Chip-In program as a vehicle. The mayor was the key salesperson, meeting with business people, religious groups, community organizations and individuals, and promoting the summer effort through the media. Businesses were urged to select summer youth as an investment and to provide cash contributions or jobs, whichever was most convenient. The network of community organizations funded by United Way served as a resource for development in small businesses. The program staff requested help from other government agencies, businesses, schools, and community groups to help with youth recruitment, orientation and follow-up.

RICHMOND, VA obtained the cooperation and support of the area school counselors to recruit and register youth, provide orientation during school assembly programs, and help with the job-worker matching and follow-up.

AKRON, OH obtained loand executives from the Housing Authority to do job development.

KANSAS CITY, MO incorporated its job development campaign into the United Telecommunications telemarketing service.

Program Resources

Exhibit

Source	Potential Contributions
Local Businesses	• Loaned staff • Office space and other facilities • Telephone banks • Computer services • Printing • Graphics artwork • Paper and other supplies • Use of newsletters to reach employees (private householders) about jobs for youth
Advertising Agencies and Public Relations Firms	• Advertising/Publicity • Advice/assistance on layout and design of promotional literature • Design of advertisements • Advertising space on billboards, etc. • Advice/assistance in developing marketing strategies

Program Resources *(continued)*

Utility Companies	• Inclusion of envelope stuffers to employers and householders in utility bills • Loaned staff • Training of volunteers—telephone
Hotels and Motels	• Advertising space on outdoor signs
Hospitals	• Paid and volunteer job opportunities
Financial Institutions, Banks, Investment Houses	• Loaned staff • Staff training • Youth orientation • Mailing list
Communications/Media	• Loaned staff • Public service time/space • Staff training/orientation
Secondary Schools	• Office space and other facilities • Loaned staff • Source of student volunteers to work in program • Participants
Colleges and Universities/ Regional Occupation Programs	• Printing • Computer services • Student and faculty help in writing and designing promotional literature and advertisements/ developing marketing strategies • Production of TV public service announcements • Loaned staff
Local Government(s)	• Office space and other facilities • Advertising space • Membership lists • Loaned staff • Office space and other facilities • Space in newsletters for program publicity
Business and Trade Associations	• Membership lists • Space in newsletters for program publicity • Loaned staff • Information on job openings
Professional Groups: Doctors, Lawyers, Counselors, Architects	• Loaned staff • Contributions • Youth orientation
CETA Program Operators	• Loaned staff • Space and other facilities • Participants
Civic and Service Organizations/Agencies	• Space and other facilities • Loaned staff
Youth Groups, e.g., Scouts and Teen Clubs	• Youth volunteers
Volunteer Bureaus, Retired Citizen Organizations	• Volunteer staff

Uses of Loaned Staff and Volunteers

There are a multitude of jobs that can be performed by volunteers and loaned staff, with or without training. Some examples:

- Managing a special event such as a breakfast or luncheon to kick-off the summer jobs program.
- Serving as account representatives to obtain job and other commitments from businesses.
- Serving as job developers during a telephone campaign to obtain employer job orders.
- Writing news releases and articles.
- Writing and layout of advertisements and promotional literature.
- Doing graphic artwork for advertisements, posters, and other promotional materials.
- Recruiting youth participants.
- Registering youth for work and placing them in jobs.
- Conducting or participating in job preparation training workshops.
- Compiling employer lists for mailing of promotional literature.
- Telephoning businesses to develop jobs.
- Typing letters, reports, and address labels.
- Stuffing envelopes for mailing.
- Obtaining permission to display posters at various locations.
- Distributing promotional materials door-to-door.

101 Ways to Give Recognition to Volunteers

By
Vern Lake
Volunteer Services Consultant,
Minnesota Department of Public Welfare

Continuously, but always inconclusively, the subject of recognition is discussed by directors and coordinators of volunteer programs. There is great agreement as to its importance but great diversity in its implementation.

Listed below are 101 possibilities gathered from hither and yon. The duplication at 1 and 101 is for emphasis. The blank at 102 is for the beginning of your own list.

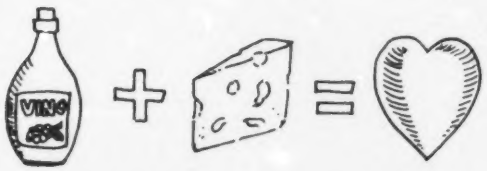
I think it is important to remember that recognition is not so much something you do as it is something you are. It is a sensitivity to others as persons, not a strategy for discharging obligations.

1. Smile.
2. Put up a volunteer suggestion box.
3. Treat to a soda.
4. Reimburse assignment-related expenses.
5. Ask for a report.
6. Send a birthday card.
7. Arrange for discounts.
8. Give service stripes.
9. Maintain a coffee bar.
10. Plan annual ceremonial occasions.
11. Invite to staff meeting.
12. Recognize personal needs and problems.
13. Accommodate personal needs and problems.
14. Be pleasant.
15. Use in an emergency situation.
16. Provide a baby sitter.
17. Post Honor Roll in reception area.
18. Respect their wishes.
19. Give informal teas.
20. Keep challenging them.

21. Send a Thanksgiving Day card to the volunteer's family.
22. Provide a nursery.
23. Say "Good Morning."
24. Greet by name.
25. Provide good pre-service training.
26. Help develop self-confidence.
27. Award plaques to sponsoring group.

Uses of Loaned Staff and Volunteers *(continued)*

28. Take time to explain fully.
29. Be verbal.
30. Motivate agency VIPs to converse with them.
31. Hold rap sessions.
32. Give additional responsibility.
33. Afford participation in team planning.
34. Respect sensitivities.
35. Enable to grow on the job.
36. Enable to grow out of the job.
37. Send newsworthy information to the media.



38. Have wine and cheese tasting parties.
39. Ask client-patient to evaluate their work-service.
40. Say "Good Afternoon."
41. Honor their preferences.
42. Create pleasant surroundings.
43. Welcome to staff coffee breaks.
44. Enlist to train other volunteers.
45. Have a public reception.
46. Take time to talk.
47. Defend against hostile or negative staff.
48. Make good plans.
49. Commend to supervisory staff.
50. Send a valentine.
51. Make thorough pre-arrangements.
52. Persuade "personnel" to equate volunteer experience with work experience.

53. Admit to partnership with paid staff.
54. Recommend to prospective employer.
55. Provide scholarships to volunteer conferences or workshops.
56. Offer advocacy roles.
57. Utilize as consultants.
58. Write them thank you notes.
59. Invite participation in policy formulation.
60. Surprise with coffee and cake.
61. Celebrate outstanding projects and achievements.
62. Nominate for volunteer awards.
63. Have a "Presidents Day" for new presidents of sponsoring groups.
64. Carefully match volunteer with job.
65. Praise them to their friends.
66. Provide substantive in-service training.
67. Provide useful tools in good working condition.
68. Say "Good Night."
69. Plan staff and volunteer social events.
70. Be a *real* person.
71. Rent billboard space for public laudation.
72. Accept their individuality.
73. Provide opportunities for conferences and evaluation.
74. Identify age groups.
75. Maintain meaningful file.
76. Send impromptu fun cards.
77. Plan occasional extravaganzas.
78. Instigate client planned surprises.
79. Utilize purchased newspaper space.
80. Promote a "Volunteer-of-the-Month" program.

81. Send letter of appreciation to employer.
82. Plan a "Recognition Edition" of the agency newsletter.
83. Color code name tags to indicate particular achievements (hours, years, unit, etc.).

Uses of Loaned Staff and Volunteers *(continued)*

84. Send commendatory letters to prominent public figures.
85. Say "we missed you."
86. Praise the sponsors.
87. Promote staff smiles.
88. Facilitate personal maturation.
89. Distinguish between groups and individuals in the group.
90. Maintain safe working conditions.
91. Adequately orientate.
92. Award special citations for extraordinary achievements.
93. Fully indoctrinate regarding the agency.
94. Send Christmas cards.
95. Be familiar with the details of assignments.

96. Conduct community-wide, cooperative, inter-agency recognition events.
97. Plan a theater party.
98. Attend a sports event.
99. Have a picnic.
100. Say "Thank You."
101. Smile.
102. _____

12

Ways to Administer a Successful Summer Youth Jobs Program

Summer youth program administration can vary in complexity. It can involve one organization, a joint operation by two or more organizations, or a complex entity that draws on many diverse groups, businesses, and individuals. Ideally, one organization should take the lead, and the director/coordinator should be salaried. However, the foundation of the program is the contributions of volunteers. Experience proves that most of the positions the program requires can be filled by volunteers.

COLUMBUS, Ohio's Hire-A-Teen program was administered by the Employment/Education Commission of the chamber of commerce. The program director, paid by the commission, effectively centralized and coordinated all aspects of the program. The program drew strong support and commitment from area businesses. Over 25 companies donated loaned executives on a part-time basis for approximately six months to market the program and develop job opportunities.

The Greater HOUSTON, TX, Alliance of Business' program was a cooperative effort of the Houston Chamber of Commerce, the Houston Committee for Private Sector Initiatives, the Texas Employment Commission, and the private industry council. Paid staff, working as counselors in the five outreach and TEC centers, were supplemented by loaned executives. Recruitment of volunteers for the phon-a-thon, which began in April, was reported as unsuccessful mainly because of the timing (September/October and January/February are considered peak periods for volunteering. Volunteering is spontaneous and volunteers like to plunge in right away). A volunteer from the Community Service Option Program was assigned to the program (CSOP is an alternative to incarceration, whereby selected adult offenders are placed in volunteer community service).

NEW YORK CITY's Partnership is a city-wide association of over 100 civic leaders and representatives of large and small businesses. Citicorp served as the lead company in 1982 and provided headquarter offices an on-loan executive to direct the project, and some on-loan staff. The program was totally administered by management and support staff on release time from their employers. *Student interns, retired citizens, and neighborhood clubs/organizations volunteered time and other resources.*

RICHMOND, VA's program was administered by the private industry council, NAB Metro, and chamber of commerce, which shared cross-membership and staff. A loaned executive, consultant, and PIC/NAB staff team coordinated it. The Program functions were carried out by committees led by loaned executives. An Incentive Committee handled school assemblies, registered and interviewed youth; the Placement Committee was responsible for matching youth to jobs; and the Business Committee solicited jobs. Over 250 volunteers worked on various aspects of the program.

BALTIMORE, MD's Blue-Chip-In program administered by the Baltimore Metropolitan Manpower Commission depended on a city-wide volunteer effort. McDonald's Restaurants provided funds for administrative support. The network of United Way funded organizations served as an umbrella for the job development by local neighborhood organizations. Youth were selected and screened by personnel professionals. The PIC and the Voluntary Business Committee contacted large employers. City employees held dinners, raffles, flea markets, and other activities to raise funds. This grass root effort, and numbers of people involved, required a lot of organization and structuring by the paid staff.

The Greater DETROIT Summer Youth Phon-a-Thon was cosponsored by area PICs and the Michigan Interagency Collaborative Bodies (ICB) with the cooperation of the Employment Service. The Detroit Alliance of Business has been operating the Phon-a-Thon for several years and was successful in involving five of the seven PICs in the area during 1982. Local corporations provided loaned executives, hosted advisory meetings, donated resources and materials, developed PR materials, conducted the PR campaign, and provided staff training.

The Private Industry Council in JACKSONVILLE, FL, effectively expanded its summer job effort with the help of six loaned executives from Prudential Life Insurance Company. This loaned staff performed the administrative tasks, developed jobs, and obtained resources from other businesses.

Eight Key Steps in Successfully Operating a Summer Youth Jobs Program

Programs Operations

The actual operation of the summer program requires some essential activities to insure that it is adequately promoted, youth are recruited, orientation is sufficient, relevant jobs are solicited, youth are effectively matched and placed, employers are provided orientation and follow-up, and the effort is evaluated. Many programs have found novel and innovative ways to improve each of these program operations.

Publicity/Public Relations

High visibility and continuous publicity to gain support are critical for the summer jobs program. Experience shows that cities with the most active public relations campaigns are the ones viewed as most successful by both community and staff.

TORRANCE, CA used a broad approach to publicize its program. Green and white were the official colors, and the "HIRE-AYOUTH" slogan was displayed in buttons, balloons, flyers, banners, bus-signs with the phone number 540-JOBS, billboards, and posters.

RICHMOND, VA, used a special public service announcement done by the governor to give its program a shot in the arm.

DAYTON, OH, held a news conference to announce the kick-off and a final one to report results.

The NEW YORK CITY Partnership hosted a press party for public service advertising directors, editors and writers, which helped assure media coverage during the job development period.

The OAKLAND, CA, advertising campaign included electronic billboards, brightly colored roladex cards, phone stickers and doorhangers. License plate artwork donated by Kaiser Aluminum, "Jobs 4 Kids" was used on billboards, buses and posters.

A "Job Contest" was a promotional project for the SAN LUIS OBISPO, CA, Private Industry Council's program. The contest theme was "tell us how much you want a summer job and win one." Contest participants, aged 15–21, were asked to express in some creative form—paintings, drawings, poems, etc.—why they wanted a summer job. Beside offering a job to the winner, the contest started youth to think early about summer employment and helped to attract youth's attention to the program. After the judging and announcement of the winners, an attractive display of the entries was placed in the new County Government Center and, later, in various banks. The display focused attention on youth summer employment problems and on the PIC's program. Two of the winning youth were featured in television advertisements appealing to businesses to hire youth.

The SAN FRANCISCO, CA, Mayor's Summer-Jobs-for-Youth Program has staged a "paint-in" for high school students during the past two summers to promote awareness of the summer program. Cunningham and Walsh Advertising sponsored the contest and awarded the winner a summer job with the firm. The agency donated the posters, blank except for the number to contact if an employer has a job for a young person, and the young people produced over 200 posters in six and a half hours. The posters were displayed on the municipal buses during May.

Participant Recruitment

Recruitment of youth is another essential element the majority of the program operators use local school systems, governmental agencies, or community organizations. It is also important to provide well-publicized recruitment sites where young people not usually in contact with these agencies can make inquiries and be enrolled.

NEW YORK City's Partnership recruitment effort was integrated into the city's total summer youth enrollment process. Applicants are drawn from the Summer Employment Lottery. The Partnership's pool for placement in the private sector is sorted into three groups: a. the top 15 percent who performed well in the previous summer; b. those who placed too far down to be selected for the city's program; and, c. youth who were only marginally poor and did not qualify for the city's program.

BALTIMORE's Blue-Chip-In recruited youth through the school system and community organizations. Each selected

youth received a congratulatory letter from the Mayor outlining responsibilities performing well on the job.

NEWARK's PASE participants were recruited by neighborhood organizations. Each had a large pool of qualified youth and personal knowledge and contact with most of them. Most agencies contacted the youth directly for an interview and completed the necessary forms.

RICHMOND recruited and registered youth through city and county schools. School assemblies oriented the youth to the application process. A Career Opportunities Fair, coordinated by the PIC Career Education Committee and area guidance counselors, provided youth information on the summer program. The Urban League coordinated recruitment of college students.

TORRANCE used a variety of recruitment methods—flyers announcing registration dates, types of jobs, and residency requirements were distributed; banners, bus placards, and billboards were used; announcements were made at school assemblies and local meetings; and parents, teachers, and counselors were contacted personally. Registraton was held on three consecutive Saturdays at the Manpower Office.

The PROVIDENCE, RI, Call-a-Teen Clearinghouse offered youth a Hotline to call to apply for a job.

MINNEAPOLIS, MN, ran an essay contest for youth: "Why an Employer Should Hire Me."

The DAYTON "SEEK" program contracted with the city and county schools to recruit youth. The chamber of commerce acted as the administrator for the contract. Both city and county school systems had established procedures for recruitment, processing, and placement of youth in CETA and other programs Youth referred to jobs developed through SEEK were selected based on "good attendance records," "good grades," "demonstrated interest in working" and met "economic disadvantaged criteria." However, the established procedure was occasionally violated because of the length of time required to process and certify youth, particularly in the city program.

Job Development

Recruitment of employers is the central function of the summer employment program. Job commitments are the foundation on which the program is built. Many program operators rely on a staff of volunteers or account executives to secure commitments.

WASHINGTON, DC's summer program is an intensive effort operated jointly by the Greater Washington Board of Trade and the chambers of commerce of Alexandria, the District of Columbia, and the Arlington, Charles, Fairfax, Loudoun, Montgomery, Prince Georges and Prince William counties. The Board of Trade serves as a clearinghouse for employers and youth, providing information on the summer program in the specific jurisdictions. Employers are encouraged to place job orders directly with the local agency.

SAN FRANCISCO's phone blitz solicits jobs and is launched by the mayor, who makes personal calls to local employers. Other volunteer callers indicate that they are calling from the mayor's office.

NEW YORK's phone bank, manned by 200 volunteers, was supported in '82 by over 705,000 recruitment notices enclosed in business account statements sent by Citibank and six other major banks.

LOS ANGELES expanded its letter solicitation to large companies by hiring 100–150 officers of student organizations for telephone solicitation of smaller employers—under 50 employees.

The youth in PORTLAND, OR, had an opportunity to solicit jobs during a two-hour "Teen Summer Work-Out" telethon. Over 500 leads resulted. The leads were distributed among local youth agencies for youth placement.

The ATLANTA, GA, *Constitution* sponsored a free classified advertisement campaign for the youth seeking summer employment. Youth under 20 were provided a free "Job Wanted" Ad in the Saturday and Sunday newspaper. Youth were required to state in 30 words the area of the city in which they were able to work; any skill, experience, or education qualifications; age, telephone number or street address. A total of 1,100 youth responded.

Approximately 22% accepted jobs resulting from. the ad, and 45% received at least one job offer.

Delaware County, PA, "Partners in Progress" was donated the use of TV studios by a local cable TV company for one month. A phon-a-thon conducted by senior citizen volunteers was taped and segments ran several times a day. The volunteers followed up the leads and generated 58 youth placements.

Job Placement/Matching

Matching the right employer with the right young person is one of the key factors contributing to the success of a summer program. Program operators have found that obtaining detailed information about the requirements of the position from the employers, honestly presenting the skills of the potential hires, and selling both youth and employers on the benefits of the program helps to insure a good match.

The WESTCHESTER County, NY, "Corporate Community Jobs Project" provided the following warranty to employees:

> We stand behind our product. There is a hotline that employers can call if any problems develop. At the employer's request, an expert counseling staff is available to work with employees. Youth workers are expected to meet the company standards. Every effort will be made to refer only qualified candidates, but should a worker prove to be unsatisfactory, he/she can be fired. At the employer's request, the campaign staff will promptly try to find a replacement.

MONTGOMERY COUNTY, MD's "Invest in Youth" campaign developed a private sector job bank, then used a computerized job match system which categorized yoiuth into eight skill areas.

SAN LUIS OBISPO, CA, used a three-element placement process. First, youth pre-job applications, coded for referral source, geographic location and type of job desired were distributed, collected, and analyzed. The county was divided into five areas, and eight job categories were used. Second, employer commitments were obtained with precise job descriptions and interview procedures detailed. Third, applicants were matched to jobs, sent on interviews, and follow-up done with employers to confirm placement.

Matching the right employer with a suitable participant was very important for the NEWARK "PASE" program. Thirteen community organizations developed jobs in 144 neighborhood businesses. These organizations also recruited youth participants, interviewed them and completed the necessary forms. Guidelines stipulated that selected youth had to represent a cross section by race and sex and employers could not hire their sons or daughters. Many of the local employers were family businesses and, at first, did not welcome employees from outside the family or from another race. Their agreement to accept outsiders established precedents and developed new, cross-cultural relationships. Attempts to place youth in non-traditional jobs met with strong employer resistance. For example, the placement of two females in a printing shop was one of the few instances where sexual stereotypes were overcome.

DAYTON's "SEEK" project supplemented letters to CEOs of the areas 100 largest businesses by a special letter from the City-Wide Development Corporation to its members asking them to dedicate available summer jobs to "SEEK" applicants. And the city's boards agreed to canvas neighborhood businesses in each Priority Board area for potential employment.

RICHMOND's youth-run enterprise was one of the cooperating agencies and was very active in job solicitation and placement.

The TORRANCE Chamber of Commerce invited area employers to a "mixer" (social activity) to generate program awareness. Staff wore green YES buttons and pinned a button on each employer spoken with during the evening.

HOUSTON used neighborhood centers staffed with trained counselors to train, match, and refer applicants to jobs. Job openings were obtained daily from the Texas Employment Commission's microfiche.

LOS ANGELES used school-based coordinators to match youth with jobs. Job orders were distributed to the senior high school nearest the job site.

Youth Orientation

It is extremely important to develop an orientation program for the youth. It should cover the program's purpose, objectives, procedures, and policies, and the responsibilities of youth and employers including safety and follow-up. Many projects provided one-half or day-long orientation prior to start of work, or weekly sessions.

The DALLAS "JOY" program provided a one-half hour seminar on self-directed career employment exploration, followed by an interview and ending, in most cases, with a referral to an employer for an interview.

The private industry council of ATLANTA kicked off its eight-week job orientation seminars with a motivational skit, by the Just Us Theatre Company about getting and keeping a job. Other seminars developed by the PIC industry volunteers covered communications, goal setting, attitudes, and corporate expectations.

BOSTON's program placed strong emphasis on recruiting and matching students through high school counselors. At each participating school, a review committee screened student applicants on the basis of attendance, punctuality, employment history, and academic standing. After brief workshops on interview skills and job retention behavior, the students who passed this screening process were referred to job slots, mostly on the basis of current interests and skills.

HOUSTON's extensive five-hour job preparation and retention workshops used case studies, relaxation techniques, and video stimulation. The staff pre-recorded 20 scenarios depicting supervisors in negative situations, using actual job sites and personnel. Youth viewed the tapes on a large screen television and role play, responding as if they were actually in real situations. They were provided scripts of suggested positive responses. Their role playing was video-taped so they had an opportunity to observe and discuss their behaviors. Significant attitude and behavioral changes were evident.

Orientation was done by NEWARK, NJ PASE before youth reported on the job. A half-day session including lunch was conducted by Prudential's personnel staff. Youth were given packets including guidelines for the program, information on paydate, deductions, and hourly breakdown on the amounts they could anticipate being paid weekly. This orientation was reinforced by counseling and follow-up by the community agency staff throughout the summer.

Youth who registered for the TORRANCE program were provided orientation through the Occupational Readiness Workshops. The 2-hour workshop included films on getting and keeping a job, how to complete applications and resumes, appropriate dress and successful interviewing. These sessions were also used to introduce the placement staff and provide information on job openings. The staff noted that participants were equipped to find their own jobs after this workshop.

Follow-Up

Follow-up activities and contacts with business decision makers, referral agencies, youth and their supervisors, and media contacts are some of the most important activities that program operators plan. Too often program operators become busy with day-to-day operations and neglect this important tool for assuring that objectives are met and for getting valuable feedback for program improvement.

RICHMOND used a unique, promotional follow-up on placements called a Youth-a-thon. It offered free baseball tickets, donated by the local team, to employers who reported how many youth were hired. The employer and youth employees received the tickets.

DAYTON's, SEEK provided students with a letter of introduction and a self-addressed card for the employer to return indicating that the student had been hired. Youth placed in not-for-profit agencies were provided support and follow-up through regular school counselor visits.

TORRANCE maintained an ongoing assessment. The coordinator, with help from the PIC, continually tracked job openings, placements, source of referrals, and the impact of promotional materials and activities. This information was used for newspaper articles, press releases, and speeches on how well the program was doing and to make changes and adjustments when needed.

SAN FRANCISCO followed its Phone Blitz with calls to employers who had made job commitments. The follow-up was designed to obtain specific information about job requirements and to establish interview dates. Follow-up calls are also made to youth after they have been hired.

NEWARK hired summer youth to help community agencies to follow-up with those on the job. They were also required to write letters of resignation at the end of the program. This procedure was good practice for the youth and protected employers from unemployment compensation after the program ended.

HOUSTON counselors assigned to the neighborhood centers spent a part of each day verifying placements and following up with students they already had placed.

Employer Orientation

Employers need to understand the importance of hiring youth, must be made aware that working with the programs will be compatible with business, and that job candidates are presented honestly. Youth capabilities should not be inflated nor should the employer be led to expect a highly skilled, experienced worker. The project operator also has an opportunity to help employers understand how to manage young employees, providing incentives, structrue, and clearly defined goals.

LOS ANGELES provides an orientation kit for employers which outlines information to be communicated to youth, supervision and direction necessary for inexperienced youth; limited skills jobs best performed by youth, and instructions on completing evaluation forms.

PORTLAND, OR, developed a fact sheet to provide orientation to employers participating in Youth Opportunity Day. Employer representatives provided booths and informational sessions designed to provide labor market information to youth.

Evaluation

Evaluation is simply an assessment of how successfully the program's objectives have been met, and evaluation objectives should be the criteria by which results are measured. Operators must decide the levels of evaluation, based on the program's purpose and the time and resources available. Evaluation activities range from sophisticated, professional assistance to a minimum tally of how many job commitments were made, how many youth were referred, and how many were actually hired.

The NEW YORK CITY Partnership evaluation committee examined program data and compiled a printed report that included recommendations.

SAN LUIS OBISPO conducted a mid-summer phone survey of 10 employers. The survey asked five questions: Is the youth still employed? How would you characterize their job performance? Has the program helped you with summer hiring? Do you feel good about the program? Should the program be continued? The results indicated on overall satisfaction by employers with the youth hired and a positive attitude toward the program in general.

NEWARK conducted a written survey of participating youth, employers, and community-based organizations. A good return of the questionnaires, used to write a final report, was received.

DAYTON conducted an informal, oral survey of employers and youth participants, collected basic data on activities, and developed specific recommendations for future programs. The final report was widely distributed and released at the closing press conference.

The CALIFORNIA state program used its '82 effort as a test to determine if a statewide summer program was feasible and how it should be structured. The Task Force evaluated the effort at the end of the summer and began planning for the 1983 program.

TORRANCE conducted an ongoing assessment of activities at weekly meetings of the coordinating council. With this

assessment, the staff kept tabs on job openings, sources of youth referrals, number of placements, and the impact of promotional materials and activities. The data demonstrated how the program was doing, and provided frequent news stories, and led to changes and adjustments.

Special State and City-Wide Efforts

State-Wide Efforts

Enlisting state-wide participation provides momentum which is invaluable in promoting summer-youth-jobs on a broad base with key citizen support.

UTAH's summer youth program was a statewide effort concentrated in Salt Lake City, Provo, Kaysville and Ogden. The governor issued a proclamation establishing May 16–22 as "Summer Youth Employment Week." The project was designed to develop a public/private partnership and to establish a consortium of employment and training offices to coordinate it. Mountain Bell Telephone Company agreed to sponsor the program and provided a loaned executive to serve as coordinator full-time for six months. Four other loaned executives from Mountain Bell and 10 executives from other companies helped to solicit jobs. A traditional NAB pledge campaign, including a one-week phon-a-thon obtained job orders. The orders were processed in Salt Lake City and distributed to the other areas according to the location of the job. The Employment Training Office and State Job Service Offices recruited and referred applicants to jobs. The program identified 375 jobs and placed 284.

COLORADO's "Summer Job Hunt for 1982" was jointly operated by the Colorado Alliance of Business, the state, and Denver's KMGH-TV. Funds for administration of the program were provided by Coors and GAKS foundations. Youth were recruited and provided training through the school systems. In some communities, placement was done by the Job Service. In Meeker, the program operated from the police chief's office. Most of the 10,000-plus served through the program were from minority families.

CALIFORNIA's Youth Employment Summer '82 was initiated, coordinated, and implemented within four weeks. A task force, including representatives from the Governor's Office, State Legislature, Health and Welfare Agency, Employment Development Department, State Employment and Training Office, Department of Education, Department of Business and Economic Development, and the National Alliance of Business, was formed to provide technical assistance. Six sites—Fresno, Pasadena, San Jose, Solano County, Stanislaus County, and Stockton were selected because of interest and commitment to run the program in tandem with existing summer youth activities. Features of the project were the high level of support to augment activities at the local level, public/private partnerships, and replication of the NAB model, all of which were designed to create a coalition of business and government organizations to recruit and place youth in summer jobs.

MICHIGAN's statewide program was administered jointly by its departments of Education and Labor. A major objective was to promote a public/private partnership. The governor issued an Executive Declaration in Observance of May as Youth Employment Month. Training sessions were held throughout the state in February for school and employment and training staff. An idea packet, containing a variety of resources, was developed for training. Promotional materials developed and distributed by the Youth Clearinghouse

included brochures, posters, flyers, radio, television, and print advertisements and were used state-wide. The program also marketed the use of targeted jobs tax credits through the Job Service.

City-Wide Efforts

How four cities organized innovative and successful promotions creating hundreds of summer youth jobs.

RICHMOND's summer jobs for youth program developed broad-based and high-level support from the governor, mayor, and business community. Administered by the private industry council/chamber of commerce and the National Alliance of Business, the program was coordinated by a team including a PIC/NAB/CC staff person, a loaned executive from Phillip Morris, and a business consultant. The program was organized and implemented through several committees that included representatives from the Optimists and Kiwanis clubs, Urban League, Jaycees, Retired Teachers Association, New Horizons, RENT-A-TEEN (youth organization), Job Service, Afro-American Newspaper, and Richmond Urban Institute. Virginia Commonwealth University, area guidance counselors, Reynolds Metal, and many other corporations actively participated. The program brought together over 250 volunteers and 76 business and civic leaders and placed 1,084 youth. Additionally, 5,844 youth were employed by local businesses and 1,570 found employment through the cooperating agencies.

BALTIMORE's program capitalized on the Mayor's Blue Chip-In program. The mayor had established broad community awareness by emphasizing the loss in purchasing power and economic vitality in the city through governmental cuts and giving the business community an opportunity to become involved with the city government in solving the problem. Through a series of joint meetings, luncheons, and social affairs, Blue-Chip-In asked corporations to invest in a project (provide the necessary funding). When the summer program was launched, businesses were asked to provide either cash or jobs. At the kickoff breakfast for large and small businesses, government agencies, church leaders, community groups, the mayor said, "You know the problem; do something about it. Let's provide our youth with jobs." The city responded. Over $500,000 in cash was received by the Baltimore City Foundation, Inc. (established to make the investment tax-deductible) and approximately 700 youth were placed in private sector jobs. A thermometer placed near city hall monitored receipts throughout the summer, and a large billboard, provided by McDonald's, said, "Thank You Baltimore for Chipping In."

The 1982 SAN FRANCISCO Mayor's Summer Youth Program, in its fourth year was operated by the Mayor's Office of Employment and Training, the private industry council, and the local business community. The program has become increasingly effective, with placements reaching 761 in 1982. A two-week telephone blitz was the major job development effort. It was also used as a media event with the mayor asking employers for job pledges. Volunteers called employers asking them to hire a youth. Those who could not hire someone were asked to support the program through financial or in-kind contributions. Job pledges were turned over to the Mayor's Youth Services Office staff. Youth recruitment, job preparation, and job referral were also handled by the Youth Services Office, whose staff trained youth on how to interview for jobs and how to look for work. A reception was held in June to recognize the volunteers from business organizations and local government who assisted.

The 1982 OAKLAND Mayor's Summer Jobs Program (MSJP), in its 15th year as a joint effort of the private sector, local government, and community organizations, reached an all-time high of 955 placements. The MSJP Executive Committee began planning the 1982 campaign in the fall of 1981 and selected a private sector chairperson. The program was financed by the private sector (53%) and Oakland Economic Development and Employment (OEDE) funds. Extensive publicity, including television coverage, numerous newspaper articles, electronic billboards, special license plates, phone stickers, door hangers, etc. focused attention on the program. Job

development was accomplished through this advertising campaign, solicitation letters to employers, and a telephone blitz. The Oakland Job Service Office was responsible for job pledge following up generated by the telephone blitz. The Oakland Job Service Office also was responsible for youth recruitment, work registration, and job referral. A 12-minute videotape, developed to provide work orientation, was required study for before youth were referred to job interviews.

How Six Corporations Created Hundreds of Summer Youth Jobs

Eastman Kodak Company

The EASTMAN KODAK COMPANY funds the Teens on Patrol (TOPs) program as a community service. Every summer, it offers jobs in the Rochester Police Department to approximately 100 inner city youths. TOPs has two main objectives: to help the participants become aware of the expectations of the working world and to build an understanding of the unique pressures faced by law enforcement personnel.

The Eastman Kodak Company made a grant to Rochester Jobs, Inc. (RJI), a nonprofit, community service organization, stipulating that the program be geared to leaders and members of organized teenage gangs. RJI developed the program with the Community Services Unit of the Rochester Police Department.

Participants in TOPs work five-hour days for eight weeks at the minimum wage. The first two days of the program are devoted to an orientation session designed to instill an understanding of basic job requirements (good attendance, promptness, good appearance, and other factors) as well as the specific requirements of their TOPs assignments, such as procedures for signing in and out and job site conduct. The orientation also touches on areas important to the well being of youth, such as good nutrition, and helps them recognize that their supervisors are available for guidance and assistance with any problems, both in or out of the program. Participants are issued T-shirts and jackets with emblems identifying them ast TOPs.

TOPs jobs include: recreation aides, security patrols in city garages; assistance to elderly people living in Rochester Housing Authority units and the patrolling of those buildings; acting as aides in programs for retarded children; and others.

IDS Life Insurance Company

The IDS LIFE INSURANCE COMPANY made a strong commitment through its summer jobs program in Minneapolis and St. Paul. IDS sponsored 100 jobs in 50 community agencies for economically disadvantaged students. One hundred IDS employees volunteered to serve as student buddies during the eight-week program. Special seminars were scheduled each Monday morning on various aspects of the work world, including goal setting, conflict management, and interviewing skills. Work groups, named "The Green Machine," "Bubblin' Brown Sugar," and "Orange Crush," focused on free wheeling interaction and hands-on exercises. The Institute of Cultural Affairs (ICA) developed the seminars and orientation. After the formal orientation, which brought the students, agency supervisors and IDS buddies together, the group was bused to a park for a picnic.

PAC Team (Partners Aiding Communities) T-shirts and box lunches were handed out as students, buddies and supervisors introduced themselves. Students had an opportunity to get acquainted through role playing and new games after the adults went back to work.

Ralston Purina

RALSTON PURINA began its national summer jobs program in 1981 in response to the increase in youth employment. Its objective is to provide funding for the summer employment of disadvantaged youth who have completed junior high school and are potential dropouts because they lack the money to stay in school.

Ralston Purina makes grants to community-based agencies that serve young people in cities where Ralston Purina plants are located. The grants provide minimum rates for youths and cover the employer's portion of the F.I.C.A. tax, workman's compensation insurance and unemployment compensation, as required by law for a particular job or job location. Funds are allocated for 20 hours of work per week, for a period of 10 weeks. Funds are available for no more than 30 jobs per grant. Agencies receiving funding must submit a mid-program and a final evaluation report. Proposals are funded on the basis of the types of jobs to be offered. Each proposed job is evaluated on its skill-producing and/or skill-using potential. Jobs which only serve to "introduce" the worker to a field without providing real "hands-on" experience are eliminated.

During the summer of 1982, the company provided summer employment to 670 using high school seniors in 34 cities.

Xerox

XEROX funded nine community-based projects in seven cities. These emphasized creating summer jobs that provided work experiences and skills that would enhance the youngster's ability to find meaningful full-time employment or educational opportunities once the summer was over.

Each project involved at least one of these areas:

- Print and electronic journalism
- Energy conservation
- Education
- Urban revitalization
- Career preparation and training

The Safeco Insurance Company

The private sector rallied around a fund-raising campaign organized by SAFECO INSURANCE CO. in SEATTLE, to finance summer jobs for young people. The campaign raised almost $300,000 and gave over 260 youth eight weeks of productive work in the private non-profit sector.

General Foods

GENERAL FOODS sponsored Operation Opportunity since 1967. The objective is to make it possible for a large number of needy students to go on to college and to fulfill meaningful roles in our society.

General Foods matches the wages earned, placing the money in an escrow account for post-high school education. In 1982, it hired 80 students. In addition, six field locations hired teenagers for summer work.

Summer Vocational Exploration Programs (VEP)

VEP teaches young people about the world of work and acquaints them with various occupations and careers by giving them perspectives to help them make decisions about their future. Summer VEP's generally run for 8–10 weeks for an average of 35 hours a week.

The range of VEP activities is unlimited. On-site Exploration, Simulated Exploration, Employability Skills Development, Counseling and Educational Enrichment are the typical components.

Occasionally, businesses set up training labs to offer exploration opportunities to 20–30 young people at a time. Other business contributions may include: 1. speakers conducting tours through their businesses or seminars to introduce young people to the world of work 2. loan equipment for training labs, and 3. loan of staff.

VEP involvement affords employers the opportunity to help shape behavior and attides that young workers will bring to their jobs. It also gives them an opportunity to screen participants as potential employees.

VEP

The vocational exploration program in the PROVIDENCE, RI, summer youth effort is a comprehensive approach which employment and training agencies, business, and education work together to solve motivational, educational, and employment problems of the most needy youth (both in and out-of-school). The recruitment and intake process is handled by the prime sponsor and school counselors, community-based organizations, vocational rehabilitation, local training institutions, and schools for the deaf. Job sites are developed on the basis of the kind of jobs in demand locally and the potential of a permanent job at the end of the program. Each staff member is responsible for providing all functions required for the program: recruit and screen youth; market and monitor a VEP slot and counsel these youth throughout the program. Youth in school develop a plan of action for return to school. Out-of-school youth are motivated toward on-the-job-training, unsubsidized employment, or to return to school. The 1982 program served 43 youth, all economically disadvantaged.

Summer-on-the-Job Training

OJT work site developments is an option for summer programs. It is appropriate for graduating seniors, who will be continued by the employer in a full-time job after training. It can also be used for in-school youth, provided, at the end of the training period, the participant possesses the skills essential to adequate job performance. Programs which have used OJT placements have eliminated the requirements that employers retain the participant beyond the summer, though it is anticipated that the placement will result in a part-time job for the in-school youth upon completion of training.

NASSAU COUNTY, NY used OJT as a dual incentive for its RISE (Reaching Industry for Summer Employment). The primary purpose was to develop the employability of youth by: 1. providing youth jobs to enable them to return to and complete school; 2. prepare for local job opportunities; and, 3. develop positive job opportunities and good work habits. Employers were provided: 1. free recruitment and screening; 2. an opportunity to train potential employees; 3. reimbursement of 50 percent of the employee's hourly wage, or on 75 percent if the employee was 16 or 17 years old or handicapped; and, 4. an opportunity

Summer-on-the-Job Training *(continued)*

to help disadvantaged youth. Priority for jobs was given to out-of-school, minority, limited-English-speaking and single parents. The private industry council and Office of Employment and Training administered the program. Youth were recruited by schools, CBOs, and youth boards/councils. The Neighborhood Youth Corps conducted pre-job training, counseling, matching, placement and monitoring.

Twelve Specific Summer Youth Jobs Opportunities

Restoration of Public Land... Marin County, CA

Marin County, CA youth had an opportunity to work on the restoration of public lands that had been damaged by heavy storms earlier in the year. The Marin Conservation Corporation, administered by a non-profit agency, placed 13 crews of eight youth each in seven different land agency jurisdictions. The youth, 40 percent of whom were economically disadvantaged and 15 percent from minority backgrounds, ranged in age from 15–22. They were paid for 30 hours per week. Work assignments included trail staircases, restoring marshlands, and repairing erosion damage.

Phon-a-thon

To increase job opportunities for local youth by making calls to area business persons to solicit job offers.

A 1981 Summer Jobs for Youth Phon-a-thon was co-sponsored by the Metro Detroit National Alliance of Business and the Greater Detroit Chamber of Commerce in conjunction with a number of area human resources development agencies. These agencies solicited 1,100 job offers in a 4-day phon-a-thon effort. Local volunteers manned 20 telephone lines in a nonstop calling effort, contacting as many area businesses as possible to solicit summer job offers. A phon-a-thon was run in 1982, also.

Project Organizer

A phon-a-thon can be organized by any youth serving agency, community based organization, school, or PIC.

Implementation Process

At least two months will be needed as lead time to organize a phon-a-thon. Actions to be taken to organize this effort are:

1. Find a place to have the phon-a-thon, preferably a place that has a large telephone bank or the potential to develop a telephone bank.
2. Develop a list of employers to contact, indentifying a contact person. Write letters to these employers two weeks to ten days in advance of the phon-a-thon to let them know they will be called.
3. Find volunteers who will man telephones. Organize callers and train them on what to say. Limit calls to five minutes each. Develop a brief form for job order/intake information.
4. Plan a strategy to promote the phon-a-thon.
5. Identify and make arrangements with a service agency where job orders can be referred and can handle placement of youth into jobs.
6. Follow up with thank-you letters to all employers that participated. Follow up on placements.

Organizing and Operating a Job Club

The job club provides participants with emotional support during the job search and works on improving job search skills such as developing job leads, resume writing and interviewing behavior. The goal is unsubsidized employment.

Job Clubs are being operated by high schools, community colleges, CETA Prime Sponsors and other agencies. Placement rates have approached 80 percent, and have remained above 50 percent 90 days after placement.

Starting a job club can be as basic as finding a person to lead the group, a bank of (4 or more) telephones and a place to meet. An introduction to the job search process is all some youth need to start them on their way.

A Job Club sponsor, upon locating a place to meet and some telephones should seek a membership of not over fifteen people who are seriously looking for work. Skills taught at the sessions include:

1. How to fill out applications.
2. How to get letters of recommendation.
3. How to write a resume.
4. Where to find job leads.
5. How to use the phone effectively.
6. Good interviewing techniques.
7. How to succeed in a job.

Employability Workshops

The program addresses the immediate need of employment by motivating youth, assisting them in developing a portfolio, and showing them a systematic method of job search.

The Program Has Three Main Parts:

- Group workshops
- One-on-one interviews
- Follow-up

All participants attend a two-hour workshop, complete required paperwork, and then meet with coordinators for a one-on-one interview. The youth then starts a systematic search without specific job leads. As specific leads are developed, clients are sent on interviews.

Unique Parts of This Project Include:

- Recruitment

Participants are obtained through newspaper articles, radio and TV spots, high school counseling and placement staff, and through signs in supermarkets, movie theaters and other high traffic areas.

The youth must call and make an appointment to attend the workshop.

- Workshop

Topics covered include, bad interviews, critique of interviews, appearance, assessing and selling your skills, applications, social security cards, letters of recommendation, report cards, resumes, and awards.

- One-on-One Interview

Coordinators work closely with each participant. A specific program of systematic job search is developed and the youth checks back periodically with the coordinator.

It takes two weeks to train the staff. In addition, new staff should go out and do job development with experienced job developers. After new staff have done job development, they are better able to run the employability workshops (the program emphasis is still on employability rather than job development).

Keep in contact with the youth on a weekly basis. This helps to keep track of placement. It also encourages youth to keep on looking for a job.

Job Sharing

To increase the number of youths who gain work experience and are productive by sharing the available number of job slots.

What It Is:

Job Sharing is permanent, part-time employment in which the partners share a full-time position, the duties, salary, and in some situations, the benefits, rights and privileges of that position. Sharers' time can be divided daily into morning and afternoon shifts, divided weekly giving each sharer two and on-half days each, or sharers could work alternate weeks.

Odd Jobs Programs

Start an Odd Jobs Program, or as it is sometimes called, a Hire-a-Teen or Rent-a-Kid program.

Odd jobs programs address themselves exclusively to the private homeowner and odd-job labor market, and they complement rather than compete with other employment programs operating in the community. The intention and scope of this program is not to prepare youngsters for

odd-jobs or domestic work vocations. Therefore, it is not a skills training program. It is, rather, a chance for youngsters to earn money doing the kinds of jobs youngsters have traditionally done about the house and yard.

The Odd-Job Employment Program: A Comprehensive Guide is a composite of the experiences of some 100 cities over a five year period, in the implementation of odd-job employment programs for youth. The book contains a manual for a model program.

Entrepreneurship or Youth Run Businesses

These projects can have any number of purposes. Many of the structured projects have been designed to give youths training. For the purposes of the Summer Youth Opportunities Campaign, it may be more practical, if the intent is for youths to simply earn some money and to get some business or work experience.

The best known example is Junior Achievement. yet, these projects can be as simple or as complicated as people make them. Two fairly complicated examples are a youth-run bakery and a youth-run pallet-making operation. Simpler ideas might include a youth selling soft drinks around a golf course to thirsty golfers, or a youth setting up a "nursery" or "enriched baby-sitting" arrangement with a half-dozen children in the neighborhood, in which the youth watches and plays with the children two or three mornings a week and gives their parents some free time.

Another example is the Big Apple Cookie Project which was created to provide disadvantaged youths with five weeks of summer employment; introduce them to some of the aspects of running a business and show them that self-employment is a viable work alternative; provide an overview of the workings of the American economic system; and help increase skills in selling, customer relations, handling money, record keeping, math and communications. A total of 24 students baked and packaged cookies, sold them from carts set up at four locations provided by local businesses, deposited the receipts, and attended daily classes in business education.

The complicated projects can be very time consuming, but in those areas where there are few jobs it probably pays to encourage youths to be creative and to make their own job.

Volunteer Work

To promote volunteer work as a positive summer experience. To encourage youth to participate and to disseminate information on the possibilities of granting academic credit for volunteer work.

Voluntary Action Center (VAC) of Greater Lansing operates a summer teen volunteer project placing hundreds of teenagers in positions with over 30 area agencies. Volunteers explore future career possibilities, receive references for future jobs or for college entrance and gain valuable experience and on-the-job training. During calendar year 1977, the Lansing VAC recruited and placed over 1,400 volunteers who contributed free labor worth over $421,000 to the community.

Voluntary Action Centers are found in different cities throughout the country. These agencies coordinate, refer and place volunteers with community organizations.

All youth education and employment and training staff should begin to promote volunteer work as a meaningful summer experience.

Urban Gardening as a Project

The Urban Gardening Project involves the preparing, planting and maintaining of a vacant lot or community land. Flowers and small shrubs could be planted to beautify the area or vegetables can be grown to provide a community resource for some fresh produce.

The Urban Gardening Project provides training and experience in the procedures necessary to grow flowers and vegetables. Enrollees might be encouraged to plant their own gardens.

This project involves skills such as:

- Developing a plan for the areas to be planted, and following that plan.
- Using gardening tools, such as a rake, a shovel, a hoe.
- Carrying through a project from the planning stages to completion.

- Learning to work cooperatively as a team.
- Gaining knowledge about various flowers, shrubs and vegetables.

RESOURCES: Some nurseries will donate materials or plants. A local Gardening Project, or nursery, can assist with testing the soil, help plan the garden.

A Wooden Toy Construction Project

The wooden toy construction project involves the building of wooden toys from the blueprint stage through painting and decorating. These toys could be donated to a previously identified non-profit organization.

The wooden toy construction project develops marketable skills in the areas of woodworking, measurements, and following a plan. Enrollees would work on individual projects, for the most part, and have some freedom to be creative; this would encourage pride in workmanship.

The following skills would be utilized:

- Reading, understanding and following a blueprint.
- Using small hand tools, including a saw, a hammer, a sander, a screwdriver, a plane.
- Carrying through a project from start to finish.
- Learning to work independently with minimal supervision.
- Learning to work cooperatively with one or two others to construct larger children's toys.

MATERIALS: Assorted screws, bolts, nuts, nails, several hammers (3); one hand jigsaw; sandpaper; saw; 2 standard screwdrivers; 2 phillips head screwdrivers; assorted pieces of lumber and scraps of wood; non-toxic paints; several files and 2 planes; a level; several rulers; pencils; blueprints of toys; wooden dowels; a vise assembly (to secure wood while cutting pattern out).

RESOURCES: Local area lumber companies and area residents should be contacted for support and as instructors.

A Bench Production Project

To provide resting places for hospital patients, the elderly, and other residents of your community. To enhance the beauty of neighborhoods, improve bus stops, park and recreation areas and teach youth skills in carpentry and group work.

Obtain all information needed by:

- A survey of desired areas to determine where benches are needed.
- Next, solicit contributions and materials from groups and businesses in the area.
- Then locate a place for construction and storage of materials (garage, school, etc.).
- Seek skilled help to draw up useable designs for benches.

This project will teach enrolles basic carpentry techniques by demonstrating:

- Different uses of tools.
- How to prevent damage of tools and materials while working.
- How to prepare wood for finishing.
- The treatment of wood for inclement weather.
- Finishings for beautification.
- The assembling of wood furniture.

Landscaping as a Training Exercise

Youth learn:

- To grow flowers and ornamental plants.
- To repair small machines and tools.
- To design an eye-pleasing setting outdoors.
- To work as part of a team.

How to Establish a Similar Project in Your Community:

- Survey your community for tracts of land owned by churches, non-profit groups and agencies. The Mayor's representative and the Department of Housing and Community Development can offer assistance in this identification process.
- Contact the party owning the land for the following information:
  -Who maintains the grounds at present. In the case of churches, they usually have church sextons and volunteers maintaining the grounds.
  -Willingness by the party to provide the necessary educational training for the youth. The educational training should be formalized in writing between the groups involved.
  -An exact number of youth they will be able to train.
- Job futures in the landscaping business are more plentiful and lucrative than many suspect—consider the number of nursery merchandisers in your own community.

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NAB is an independent, business-led, non-profit corporation whose mission is to increase private sector training and job opportunities for the economically disadvantaged and long-term unemployed by building and strengthening public/private partnerships of business, government, labor, education, and community-based groups.

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